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ABSTRACT

This paper concerns the place of women and men in education, and the education of future men and women about their places in society. It is written to help the National Institute of Education (NIE) formulate policies and Research and Development (R & D) programs to serve all who seek to enjoy both equity and individual differences. This paper calls for a reexamination of education's goals and practices concerning sex roles. It calls for NIE to institute policies that provide for employment solely on the basis of competency, and is a recommendation to the Institute rather than an official view of the Institute. Other parts of the paper sample statistics showing sex-related job inequities in education; suggest R & D programs; describe suggested changes which might help NIE reduce discrimination; and summarize the paper's recommendations and suggest what part of the proposed NIE budget and organization would accomodate them. (Author)

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WOMEN AND EDUCATION

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WOMEN AND EDUCATION

I. Introduction

This paper concerns the place of women and men in education, and the education of future men and women about their place. It is written to help the new National Institute of Education (NIE) formulate policies and Research and Development programs to serve all of us who are seeking to enjoy both equity and individual differences.

Too often women's action programs make almost unilateral demands--half of the professors and scientists and school principals should be women; women will raise their voices in politics and have abortions and day care and make equal pay and run up their own bills. But this misses the point; women's liberation isn't about women alone; it is about making competency the basis of leadership rather than sex, and making freedom in life roles the rule for everyone. Add to this the fact that the female half of the population can't get substantially greater freedom and opportunity without making some complimentary change for the male half, and we realize that the movement's demands should be somewhat different. It would be more appropriate for us to consider equitable new life styles for all people.

Such broad scale change in life style seems to be coming, in spite of society's conservative forces. Until now education has been one of those conservative forces, tending to maintain traditional beliefs and habits rather than lead orderly change. However, establishing

a new Institute for Education offers an opportunity to break with the past, to reexamine, and perhaps abandon that conservative posture. This paper calls for such reexamination of education's goals and practices concerning sex roles. It calls for NIE to lead the way with policies that provide for employment on the basis of competency alone. It is basically the work of one person, a recommendation to the Institute rather than the official view of the Institute.

Part II of the paper samples the statistics that show sex-related job inequitites in education; Part III suggests R & D programs; Part IV describes some changes in practices and regulations that might, in the short run, help NIE reduce discrimination. Finally, Part V summarizes the paper's recommendations and suggests what part of the proposed NIE budget and organization could accommodate them.

II. Statistics on Women who Work in Education

Women in education--as in other fields--frequently get less pay than men and seldom hold positions of leadership in the field. Many of them are unhappy with this inequity, and so it is discrimination. A sample of statistics can verify this problem in a field where it might be least expected--education:

> "67.6% of the elementary and secondary teachers are women. In 1928 55% of the elementary school principals were women. That number is down to 22%. Men account for only 12% of the teachers in elementary school, but they hold 78% of the principalships in elementary schools. It is almost impossible for a woman to become a principal of a high school. (96% of those positions are held by men) . . . .
>
> "Of 13,000 school district superintendents in the U. S. there are TWO women...of the 50 chief state officers only ONE is a woman. In 1950 there were six women, all of whom were elected to the post. As the states switched from election to appointment, every woman was replaced by a man. The one remaining woman is from Montana, which elects its chief state school officer."

Turning to higher education we find that :

> "Women are a small, descreasing minority on faculties. In 1870, women held more than one-third of the positions in colleges and universities. In 1930 women constituted 30% of the faculties; in 1969, women barely accounted for 19%. At the more prestigious universities and colleges they accounted for 10% or less. Women are more likely to be found in the lower paying, less prestigious institutions....Women are, nationally 32% of the Instructors, 19% of the Assistant Professors, 15% of the Associate Professors, and only 8% of the Full Professors. The higher the rank, the fewer the women."

All of the above figures are quotes from a leaflet prepared a year or two ago by the Women's Equity Action League (WEAL); they were probably drawn from sources like the National Education Association's Research Bulletins, or publications of the Women's Bureau of the Department of Labor. Both do a continuing and systematic job of documenting such rates of employment.

Perhaps of more immediate concern to NIE are employment rates in educational branches of the government and in educational research generally. The January, 1972 report of the Women's Action Program of DHEW documents government employment status very clearly. Table 1, abstracted from that report, shows that within HEW, SRS and USOE have the greatest difference between median grades for men and women. Table 2 from the same source shows the distribution within grade by sex of HEW's full time GS employees, as of July, 1971. The Civil Service commission publishes very complete data of this type on an intermittent basis.

Table 1: MEDIAN GRADE OF EMPLOYEES BY SEX AND AGENCY WITHIN HEW

Agency	Median Grades		
	Men	Women	Difference
SSA	9.6	5.1	4.5
HSMHA	10.3	5.8	4.5
NIH	11.5	6.9	4.6
OS	12.9	6.7	6.2
FDA	12.3	6.1	6.2
OE	13.9	6.9	7.0
SRS	13.9	6.7	7.2

TABLE 2

DISTRIBUTION WITHIN GRADE BY SEX HEW FULL-TIME G-S EMPLOYEES July, 1971		
Grade	Percentage of Each Grade which is female	Percentage of Each Grade which is male
1	70.7	29.3
2	79.5	20.5
3	84.5	15.5
4	85.1	14.9
5	81.7	18.3
6	86.9	13.1
7	70.3	29.7
8	71.2	28.8
9	57.2	42.8
10	31.6	68.4
11	37.3	62.7
12	24.7	75.3
13	17.7	82.3
14	14.5	85.5
15	8.8	91.2
16	3.4	96.6
17	6.9	93.1
18	0	100.0

Though similar simple indicators of women's participation in education research have not been located by this writer, some personal observations might be symptomatic. For example, no woman has every held the post of Director of a Regional Laboratory or an R & D center; in a recent review of two Career Education pilot sites, no senior professional woman appeared as part of the staff; and neither the NIE Planning Unit nor the National Center for Education Research and Development (NCERD) have any senior (GS-15) women on their staffs.

But such discrimination is not typical of education only. The 1969 Handbook on Women Workers published by the Women's Bureau of DOL reports that 25% of employed professional women are in the medical profession, but most of them are nurses or technicians. Only 7% of the nation's doctors are women, a figure that has not changed for some years. Similarly, the total number of women engineers and scientists did not rise between 1950 and 1960. A more complete break out of the major occupations groups of employed persons taken from 1970 census data is shown in Table 3. Women most frequently are clerical workers, service workers, technicians, or operatives, and seldom are managers or craftsmen.

Table 3: EMPLOYED PERSONS BY MAJOR OCCUPATIONAL GROUP AND SEX

Major Occupation Group	% Total Men, 1970	% Total Women, 1970
Professional and Technical Workers	14.2	14.9
Managers, Officials, Proprietors	14.2	4.4

Table 3:(continued)

Clerical Workers	7.2	34.8
Sales Workers	5.6	6.7
Craftsmen and Foremen	20.0	1.0
Operatives	19.6	14.4
Non farm Laborers	7.2	0.4
Private Household Workers	0.1	5.2
Other Service Workers	6.5	16.7
Farmworkers	5.5	1.6
TOTAL	100.0	100.0

This small amount of data on women's place in education and in work generally is neither specially collected for this paper, nor complete, and probably doesn't need to be, Such data collection is, in fact, done well by various agencies, and NIE should not duplicate the work. On the other hand, NIE should continuously monitor and analyze the data, identifying items that are social indicators of change.

When we start considering data as social indicators of change, we see that narrow information on women at work isn't enough. For example, nowhere are we systematically trying to discover what happens to the rest of women's lives when their job roles change. True, we do have data to show that working women drink more, and have more heart attacks, and use drugs more, and their daughters more often go to work. But the more difficult questions are not being

answered--questions of how the woman is replaced in the home, how the non-working woman's self image is changing, what has happened to the family as an institution when, grandmothers and maiden aunts left, then father began working in the city, and now mother is leaving. Some of the most sorely needed indicators are about men and economics: What changes in consumer demands will open new careers? What happens to the male self-image? Will males who are marginally effective in middle management positions accept the lower grade clerical and service jobs that women leave? What kinds of families are leading the change in sex roles, and how is it working for men as well as women? Could we reduce the work week for everyone if women work, giving men more time for family life and leisure? NIE should consider how the answers to these questions might affect life style and educational goals and practices. In short, the Institute should sponsor longitudinal data collection and analysis for this purpose, perhaps in cooperation with DOL

III. Research and Development Suggestions to Overcome Discrimination

If selected formal regulations in all kinds of agencies are changed, the result will be almost immediate reduction of discrimination in employment and increase in hiring on the basis of competency alone. Some of these short range steps which absolutely should be taken are described in Section IV. However, they are short range steps, and the problem probably won't be solved without research to identify characteristics and determinants of sex-role stereotyping, and without development programs to provide education for new work, family, and leisure roles for everyone. These research and development suggestions are described below.

An initial set of research recommendations to consider are those made by the HEW Women's Action Program. Though they were made for OSOE, some are now the province of the new Institute. The most relevant suggestions are as follows:

". . . a study to:

A. (1) determine teacher, counselor and parent attitudes and expectations concerning males and females in elementary, secondary, and post-secondary institutions.

(2) design model teacher and counselor training programs which create an awareness of sex-role sterotyping and sensitize prospective teachers and counselors to their impact and influence on girls and women.

(3) compare professional counseling with peer group counseling in changing stereotyped attitudes."

B. "The Office of Education should consider sponsoring an experimental adult learning situation for women, to determine motivation to learn, effective means of instruction, pertinent instructional materials, and effect of previous nonacademic experience on self-concept and approach to learning. It would incorporate features such as resource centers on available opportunities for women, child care facilities, course work credit for relevant non-academic experiences, flexible curricula to meet specific needs of ethnic women, procedures to alleviate or eliminate administrative encounters with institutions."

C. " The Office of Education, in developing new curricula and instructional materials in career education, should place emphasis on 'de-sexing' instruction and encouraging equal participation of both sexes in all courses and schools."

These suggestions, though reasonable, don't go very far in meeting the new agency's priorities. The major criticism is that they are tied almost entirely to the present system, and though much of NIE's budget allocation is there, we probably will need suggestions that are more creative and bold if we are to provide for flexibility in sex roles.

The first suggestion (A1) leaves the most important actors out

of its analysis--students and future employers. A2 is far too tied to women and girls alone. It probably should be concerned with alternatives to school counseling and to changing the attitudes of men and boys as well as girls and women. Items B and C fall in the very relevant area of Career Education, but again, need to be expanded and defined to fit NIE priorities.

Let us consider some alternative suggestions in at least three areas: basic and exploratory research, career education, and early education. These aren't mutually exclusive categories, but do allow easy conceptualization.

This writer is frequently faced with the observation that we do not know what characteristics are defined as competency or make one promotable, and perhaps, whatever they are, women have less of them. It seems like a reasonable suggestion. We all know of the studies that show women doctorates publish more than men, are more likely to work in their field, and are absent less than men.* (One clever statistic points out that women are absent less to have babies than men are for hernias.) But this isn't the kind of characteristic in question; Consider some others: Are people who are very forthright and direct not promoted? How about those who give great attention to detail but are less analytic, or those who enjoy polishing a product, or being supportive and preparing carefully behind the scenes for action? Notice we are not talking about women here, merely about characteristics of non-promotability. A basic research study should be conducted to identify

these characteristics; a test of our identification would then be to see if men who have them (or women, or people with Spanish Surnames) are not promoted. We must also consider what people who have those characteristics are like in the rest of their lives. Do they have more or fewer friends, better or worse family relationships? Are they in the long run more productive than people without "promotable" characteristics? It won't be an easy study, but it's one that must be done if we are to provide an education program that maximizes opportunity for everyone instead of eliminating it.

Another exploratory study, one that builds on current experimental communities and life styles, is also recommended. There are currently many families and small groups that are experimenting with freedom in sex, job, and education roles. Though they do not have research controls, it would be wasteful to discount such experiments. It would be impossibly expensive, and probably impossible, for researchers to arrange them. NIE should employ one or two people to identify people with such creative arrangements and then support documentation of activities and effects in some groups which accept the scrutiny. It would truly be an exploratory, pre-pilot study, designed to generate hypotheses rather than draw conclusions.

Consider next the area of early education. Again, we all know of studies that show how little boys and girls develop behaviors related to their sex at very early ages. Boys are more aggressive and exploratory and girls are more verbal and dependent. Mothers promote these behaviors by pushing their boys away earlier and affectionately

touching girls more or talking with them more, or requiring more obediance of them. We also have evidence that teacher's expectations affect their student's success, that little girls become better and quicker readers in school, that kids are separated for physical education because what boys do is inappropriate for girls, and that our curriculum materials represent girls and boys in roles that tend to narrow their self-image, etc., etc., etc., *

These are all good studies and there are probably almost enough of them. However, they need to be pulled together, to be collected and analyzed so that we can describe a chronology of influences that cause small children to begin narrowing their views of themselves. This information will allow us to dispell some of our myths about child rearing and to plan educational programs for parents and teachers.

Finally, with much of the focus on equal pay and equal work, the need for attention to career education is obvious. However, school is only one supportive link in our system's career structure, and because it isolates students from that structure, it probably isn't the most effective route to change. We must tie students' experiences more closely to the life we are training them for. The model in the current Career Education program that is closest to this concept is the Employer-Based Model. It is designed ultimately to have a consortium

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* The reality of early sex differences even has a personal note: When my four year old daughter said she was going to be a nurse, I replied that she might be a doctor. After a few thoughtful moments she said, "No, boys do that." The worst part of the story is that I had read a similar anecdote the day before and discounted it as an impossible cliché in these days.

of employers plan and be responsible for the education of some students. Students of all types are to be involved; they are to get a variety of work experiences, and their programs are to be individualized.*

This model is certainly a step in the right direction, but another model, directly related to freeing people from sex-bias in jobs could be proposed. It might have the following components:

1. Opportunities would be sought for all students to experience jobs and careers not typical to their sex, and for young men and women to work together at such jobs.

2. Young people would be provided with problem solving activities, learning to engage their community and the social system in issues concerning bias of any kind. For example, a recent trend has been for airlines to put a reservations agent on most planes, but in this writer's experience, it's always been a man. While the women serve food, the man greets passengers, discusses accommodations, routes, etc. Of course, men also always serve as pilots, though there doesn't seem to be any real reason for any of these differences. Trying to unravel and affect this bit of sex bias would be responsible social problem solving that students might try and even have measure of success.

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* At one pilot site the developers used a brochure to solicit students for the initial experiment. Eighty percent of the replies were from girls. This itself deserves a little study.

3. A third feature of this model might be experimentation with shortened work days or work weeks supplemented by education and leisure programs. The work force would be a mixture of ages and both sexes on all types of jobs. Necessarily, the contractor would have to be a company--not a school or a typical education researcher. The purpose of the component would be to experiment with an economic and employment base that is consistent with new and flexible life roles.

This section is not meant to provide an exhaustive list of R & D suggestions for NIE, but rather to give a "flavor" of the kind of activity we should undertake. To summarize the main features: The R & D should concern boys and men as well as women and girls; it should be basic, exploratory, and imaginative; and it should include development projects that range outside the current education system as well as within it.

IV. Procedures that Promote Discrimination

The research and development suggestions must, at this point, await individual project planners and analysts before many steps are taken. However, more immediate steps related to NIE and education's own employment policies and practices can be considered. If we, educators can't free our own field from practices that promote bias, or even our own Institute, then education can do little to prepare students for new life styles in other institutions.

There are a number of formal regulations and informal practices that prevent education employers from hiring the most competent people. They do this by using fairly subtle criteria that result in fairly young, white married males being the most frequently chosen job candidates. Consider some examples of formal and informal discriminatory influences in universities, industry and government:

A. Formal Regulations that Discriminate

One kind of regulation in all three places in that low status is officially given to part-time work. Often a person who works less than forty hours a week cannot obtain tenure, employee benefits, promotion rights, comparable pay, residency credit as a student, etc., even on a pro-rated basis. This not only discriminates against women, but prevents others who would like to work part-time from doing so. It prevents men in the high-pressure, heart-attack years from slowing down. Many jobs, with a little imagination, could be partititioned for distribution to two or more people. A prime example might be jobs

in the teaching field. Yet, even when we are in a period of unemployment, including unemployment of fairly high leveled workers, this isn't being done.

A second example of discriminating regulations exists in the information required on Civil Service applications. On the Washington Scence, not only is salary a function of GS rating, but influence, responsibility, opportunity to affect policy, and lines of communication are all heavily affected by one's GS number. A mistake in a new hire's placement can be very critical to career aspirations and cause the government to lose some of its best talent after it has invested heavily in teaching them their jobs.

Specific information that might cause a misplacement is the listing of past salaries and first names on Civil Service applications. These are likely to result in lower ratings for anyone whose wages were formerly depressed, and in lower ratings for women. Study after study shows that women, on the average, are paid less for equal jobs, so that past salary information for them is likely to be misleading. Similarly, anyone who works in an area where wages are lower, as perhaps the South, would be unfairly rated lower. A person's experience and ability, difficult as they are to assess, should be the basis of rating. Interestingly enough, the announcement for Senior Positions in Civil Service does not list past salary as one of the bases for G-S rating, and in a phone call check to personnel offices of two agencies outside of HEW, the use of past salaries was denied. If it is not used, the information is

irrelevant, and could be left out. Yet, this writer knows personally of instances in USOE where applicants were told they could only be placed in a particular G-S rating after they had held a salary in the next lower rating for a full year. The question is clearly confused, but a safe recommendation would be for NIE to request, as a matter of personnel policy, that past salary information be omitted on Civil Service applications.

A second reasonable recommendation is that numbers be substituted for names and sex designation be left off applications when they are submitted for rating by Civil Service. A study by Fidell (1970) indicates that chairmen of psychology departments in colleges and universities, when given descriptions of people, rate the same descriptions lower when they are designated female than when they are listed as male. The hiring policy of at least one agency--HEW---states that either sex can hold any job; if this is so, then sex indicators are superfluous on applications. With the use of a number instead of a name, a hiring agency would receive from Civil Service committees a selection of top ranked candidates that has reference only to competence and experience, not to sex or ethnic group. An agency that wants to increase the number of women or "Spanish surname" employees need not be denied the information--They would discover it in interviews anyway. Only the Civil Service Committees that do the rating should do it blind.

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*L. S. Fidell. Empirical Verification of Sex Discrimination in Hiring Practices in Psychology, American Psychologist, 2S, Dec. 1970, pp. 1094-1098.

At the same time that NIE is requesting removal of sex and past salary indicators from applications, it should consider the possibility of equity promotions and raises for its staff. The Universities of Maine, Maryland and Wisconsin have set some precednets in this action. These equity adjustments should be based on a careful analysis of practices and salary levels. The Institute should request that some outside agency carry out studies similar to Fidell's based on Civil Service applications with switched male and female labels and salary information omitted. Appropriately designed companion studies of current employee's responsibilities as well as promotion criteria and practices should be conducted. If, with a random sample of employees in each grade over the last several years, the ratings showed significant discrimination against any group, equity adjustments in salary and rating should be made.

Another government regulation that seems discriminatory might be mentioned. It is a USOE ruling that past teaching experience is not relevant to ratings for positions in that agency. (Though the writer has never seen such a written rule, it is verbally stated by staff of the USOE personnel department.) One can understand teaching not being relevant to administrative positions, but for the many people who plan or monitor projects that are meant to improve education, such a ruling is almost shocking. It not only ensures that we have people with no practical experience in these jobs, but it discriminates against teachers and indirectly against women, who are more often teachers. NIE should recommend that up to five years of teaching experience be considered relevant to G-S rating for those jobs where is it appropriate.

Another example, particularly but not exclusively related to

industry, might be cited. This is the practice of having career ladders with job codes specifically related to management. Only people within the "management stream" can compete for top positions and top salaries, and women are typically under-represented in the category. In one company familiar to this writer only one woman out of more than 10,000 employees over a period of ten years was placed in the management stream. Yet, almost no position in the company was officially considered any more appropriate for one sex than the other.

The federal Governments' Equal Employment Office (EEO) has responsibility for ensuring that government contractors, including universities and colleges, do not have practices and regulations that are discriminatory, even indirectly. With their help, and with the proding of more than 250 charges of sex discrimination filed against universities and colleges by the Women's Equity Action League (WEAL), progress is being made. However, NIE should request that EEO consider the possibility of such contractors providing equity raises, fair representation in management classifications on their career ladders, and omission of sex and past salary information on applications. These mechanisms will help the contractors get and hold minority employees they need to fulfill affirmative action programs, and in no way will require that they reward the incompetent simply because of minority status.

B. Informal Practices That Discriminate

In addition to the formal regulations discussed above, there are a number of informal practices that NIE might try to overcome in its own setting. One of the most clearly defined of these is

selection by the protogé, or crony, or buddy system in which one nominates people he knows for new positions or committee appointments. Since no one can recommend a person he doesn't know, this is an obvious and natural way to select people. But most people doing the appointing are white males whose cronies or protogés are the same, so that even the most well meaning selectors often never consider anyone different. One recommendation might be to always insist on at least one minority applicant, and on a thorough written justification for whatever choice is made. This will probably result in more minority appointees to senior positions and the variety of cronies and protogés will increase, with a spiral effect that solves the problem.

A similar informal practice is the tendency for an agency, or bureau, or contractor to conserve promotions and appointments to new jobs until the last moment, or to avoid getting authorizations for new positions until the work load is in a crisis situation. Then the degrees of freedom are so severly limited that one can't take the time required to find the most competent people. Instead, the most convenient are chosen: Companies often turn to people who are geographically close; in government it often means borrowing someone from another agency, perhaps without the search of minority rosters for an appropriate candidate. If a promotion is the question there isn't time to rate, interview, and justify action, and hasty judgments favor the majority group. In either case, the opportunist who is watching for advantage is more likely to be rewarded than the person quietly tending to a job and getting it done.

Not even considering the benefits to minorities, more systematic projections of personnel needs and mechanism to acquire a pool of talent resources would be of great advantage to the agency. For this reason, NIE should take several steps. One is to have a simple monthly report, perhaps only a form to be checked, to estimate coming personnel needs. These should be followed up early with personnel searches. There should be a continuing contact pool of minorities who might be available for appointment on short notice. Finally, no position should be filled by a non-minority candidate, even on detail, or no promotion made without explanation for not choosing the minority candidates who are eligible.

A final example might be useful. It's the ever-present "Girl-Friday" syndrome that dogs the image of professional women. The fact that its rewards are so well built into our system may indicate that we shouldn't try to eliminate it. People who want to be the "right hand" to a glamorous leader shouldn't be denied it and the leader shouldn't be denied them. On the other hand, its easy to take such a position, seeing it as number two in line for promotion, only to find after some investment that it will always be a staff-helper spot. NIE should be careful to (1) either designate each position as a non-promotable staff spot or automatically consider the person who fills it for any openings that represent promotions, and (2) treat men as minorities when considering openings for any position that is customarily filled by a woman. All the rules should be followed--

being sure one man is nominated for the spot and writing a justification for why he wasn't chosen.

No doubt these measures will be an annoyance. However, because of the strength of the discrimination patterns, particularly against women, they won't yield to anything short of conscious and continuing attention to fair employment practices.

V. Summary

This paper's suggestions to reduce discrimination do not amount to an identifiable program area within NIE called 'Education for Women." A summary of the suggestions, which will fall into several parts of the Institute, are as follows:

Data Collection

A. Continuous monitoring of data collected by other agencies on the status of women educators and other women workers.

B. Identification of new social indicator data on emerging family patterns and work roles, the place of men workers, economic effects of changing sex roles, etc.

Research and Development

A. Basic and Exploratory Research

1. Basic research to identify personality characteristics that classify people as competent and promotable; investigation to see whether or not men have these characteristics more often than women, whether or not women who have them are promoted, and whether or not those men who have become managers have the same characteristics.

2. Small studies to document instances of new life styles-their successes and problems. The effort would be directed toward hypothesis generation rather than drawing conclusions.

B. Early Education: Collection, synthesis, and analysis of research findings on the development of sex roles and self-image. The effort would be directed toward identifying gaps in knowledge and formulating new research and development

programs.

C. Career Education: A new career model with the following characteristics:

1. Opportunities for young people to experience job roles that are not traditional for their sex and for males and females to work together on these jobs.

2. Opportunities for students to engage in social problem solving related to issues of sex bias, as for example, trying to get airlines to have less segregation in their jobs.

3. A company-controlled effort to experiment with making more positions part time with pro-rated benefits, education programs and settings where both sexes and all ages work together.

Changing Discriminatory Procedures

A. Formal Regulations for NIE to facilitate

1. Providing higher status to part-time work

2. Eliminating specific prejudicial information on application blanks

3. Considering equity adjustments in rating and salary

4. Eliminating bias against past experience as a teacher.

5. Promoting fair representation in all job codes in industry and government

B. Informal Practices to Overcome

1. Overcoming the "crony" system

2. Getting needed personnel before a crisis

3. Defeating the "Gal Friday" syndrome

The proposed interim NIE organization has the following units in which these suggestions can be accommodated.

1. The National Council on Educational Research which will guide the activities of the Institute and will play a strong advocacy role for its programs.

2. The Director's Office which holds responsibility for administration of the agency and is national leadership in educational research and development.

3. The Office of Policy, Planning, and Evaluation which will provide staff support for decision making by the Director. Its four functions are Policy Analysis, Program Planning, Program Evaluation, and Management Planning. It is responsible, as a part of these functions, for data collection on the needs and status of Americans in relation to Education.

4. The Bureau of Resource Development which supports studies to increase knowledge and programs to develop capable R & D personnel and facilities.

5. The Bureau of Educational Systems which is responsible for programs devoted to improving current education practice.

6. The Bureau of Directed Programs which undertakes activities that may produce new and distinctly different forms of education.

7. The Bureau of Administrative Services which provides fiscal, contracts, personnel, and other kinds of administrative support to the Institute.

The NIE organization is a functional one, designed to simply

accommodate the legislative mandates and the programs that are planned for the first year. The proposed budget for 1973 relates both to the programs and to the organization.

This paper's suggestions could fall within the Institute's budget and organization as follows:

Suggestion	Organization Activity
Data Collection	The needs Assessment Program of the Office of Policy, Planning, and Evaluation.
Basic and Exploratory Research	The Research Program of the Bureau of Resource Development
Collection, Synthesis and analysis of research findings on development of sex roles and self image	The Policy Analysis Branch of the Office of Policy Planning and Evaluation
Career Education Development Model	The Bureau of Directed Programs
Changes in Employment Regulations and Practices	The Bureau of Administrative Services

These suggestions should be reviewed and revised, and their organization placement considered by the staff now planning NIE's operation. Those R & D ideas that are accepted should be considered as exploratory only FY 1973, with program designs to be developed and submitted to the Director for his consideration as a part of a total R & D agenda. Those regulation changes that are accepted should be made the responsibility of specific people, with follow-up to assure their being fulfilled and assessment to be sure the benefits are worth the effort expended.